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1 Television, Youth Identity and Value Socialisation

A Study Among Students in Pekanbaru, Riau, Indonesia

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This study aims to identify (a) the form of television penetration in youth life; (b) the influence of television penetration on youth values and identities; (c) the relation between the social institutions and their roles in strengthening youth values and identities; and (d) the influence of demographic factors on youth values and identities. Using Social Cognitive Theory, this study took 15–24 year-old teenagers living in Pekanbaru as the population of the study. The samples consisted of 225 teenagers for the survey and 11 teenagers for the in-depth interviews selected from four senior high schools and two universities in Pekanbaru using multi-stage cluster random sampling. The finding—using descriptive statistical analysis, correlations, multiple regression, and qualitative analysis—shows there was a high penetration of television in the lives of the youth, and the penetration level has a significant correlation with their identities and values. Social institutions have a higher significant correlation with their values and identities. The correlation data also indicated that the television penetration on the youth (television environment, television usage, and television orientation) can predict some dependent variables, i.e. value orientation, group identity, and social identity; whereas social institutions (family, peers, school, and religion) can predict the other dependent variables, i.e. personal values, social values, value orientation, personal identity, and social identity. Hence, social institutions have a stronger relation with youth values and identity than that of television. The finding supported the Social Cognitive Theory that the youths have undergone a learning phase through a process of mass media socialisation.

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Global mass media and technological developments have occurred in Indonesia such as in western and developing countries (Sudibyo, 2004, p. 282; Kitley, 2001, p. 258). As a developing country, the Indonesian people have been affected by the mass media (Dahlan, 1985; Sudibyo, 2004, p. 282; Kitley, 2001, p. 258). The transformation of values and identity affected by the mass media was caused by the advancement of the technology. And the transformation of values can affect various aspects of community, including social, economic, political, cultural and ideological (Dyson & Humphreys, 1988; Dahlan, 1985; Chadha & Kavoori, 2005).

The globalisation of media has also provided an impact on local culture (Featherstone et al., 1995; Robertson, 1992; Tomlinson, 1999). According to Dahlan (1998):

... arus komunikasi massa yang mencakup perluasan arus ilmu pengetahuan dan nilai-nilai sosial budaya yang mendorong perluasan cakrawala informasi dan wawasan seluruh umat manusia,

jauh melintasi batas negara atau wilayah (p.6). The globalisation of media, as stated by Dahlan (1998), can change behaviour, lifestyle and community structure in the direction of equality (convergence), and pierced the boundaries of ethnicity, religions, regions, territories and countries. He explained that the global information driven by technological progress reached all layers of society with live broadcast via satellite, global and regional levels directly, and through packaging programmes (Western), which was broadcasted by local stations indirectly.

Transnational media, which lead to inter-cultural connection, have occurred in Indonesia since the development of satellite systems and the implementation of open sky, beginning in 1980s. And the Indonesian government cannot oversee the impact of using the satellite dish for Indonesian people (Sen & Hill, 2001; Njaman, 2002).

The effect of accelerating information flows of global mass media for the society desired by the Indonesian government is to improve the ability of communities to share an experience, knowledge and policies to improve the quality and dignity of life. Therefore, it can support the development programmes in Indonesia (Dahlan, 1985; Chadha & Kavoori, 2005). This is because the mass media serves as an agent of socialisation that is socialising values,

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attitudes and behaviour to the society (Cruz et al., 2001; McQuail, 1987). Holander (1971) stated that the mass media, especially television, is an agent of socialisation and it is more important than traditional agents, such as church, family, peers, and schools, in disseminating the ideology of war. Similarly, Chaffee et al. (1970) found in their study that the mass media became a source of information and personal opinions about current events, compared with other sources, such as parents, peers, and teachers at the school. In this modern era, mass media such as television, radio and newspapers has become the agent of socialisation that influences the audience (Cruz et al., 2001; McQuail, 1987). Herbert Blumer explained that children and adults are influenced by the attitudes, emotions and new lifestyles portrayed in the media, especially movies and television (DeFleur & Ball-Rokeach, 1989). This happens because children and teenagers tend to accept values from virtual communities. It means that virtual communities become an agent of value socialisation to community groups (Henri & Pudelko, 2003).

According to DeFleur and Ball-Rokeach (1989), the audience (youth) received norms, role definitions, and other notions of self and social groups from the television. The socialisation ability carried by an agent for socialising values is determined by the ability to move attention, emotion, and motivation in adolescents in order to communicate with the media contents (Larson & Kubey, 1983). And Carter (1965) expressed that this communication process is very suitable for someone who is trying to get the model or select something, especially for adolescents who seek to find their identities. And this study focused on the tendency of adolescents to reinforce their values and identities. The extent of mass media socialisation in Indonesia was described by BPS (2005); it revealed that television usage was very high and constantly increasing from year to year. Data showed that the number of television viewers was very high, i.e. from 76.9 percent in 1997, to 78.9 percent in 2000, and 84.9 percent in 2003 (BPS, 2005). In addition, television and radio programmes from neighbouring countries were able to be transmitted in various areas in Riau, Indonesia (Suryadi, 2005).

Problem statement

The negative influence of television on culture, attitudes and behaviour of youth was caused by so many negative messages received by the community because of its close relationship with the television. The influence of television shapes the lifestyles, attitudes, behaviour, values and identity of adolescents. But, the value and identity are the result of cultural industries having a conflicting value with existing values and identity of communities. Therefore, the researchers believe that this phenomenon is important to be the problem statement in the study. The researchers seek to find out: what is the influence of television in the socialisation process? And how does it reinforce the values and identities of adolescents?

Research questions and hypotheses

Research question: How does television penetration affect the reinforcement of values and identity in adolescents? Television penetrations include the environment, usage, and orientation of using television. The values and identity of adolescents are measured by personal values, social values, value orientations, personal identity, group identity and social identity.

- H1 There is a significant correlation between television environment and youth values, where social institutions are controlled.
- H2 There is a significant correlation between television environment and youth identity, where the social institutions are controlled.
- H3 There is a significant correlation between television usage and youth values, where social institutions are controlled.
- H4 There is a significant correlation between television usage and youth identity, where the social institutions are controlled.
- H5 There is a significant correlation between the orientation of using television and youth values, where the social institutions are controlled.
- H6 There is a significant correlation between orientation of using television and youth identity, where social institutions are controlled.

Research question: What is the relationship between social institutions and the reinforcement of the values and identity of adolescents? Social institutions include family, peer group, school, and religion. The values and identity of adolescents are measured by personal values, social values, value orientations, personal identity, group identity, and social identity.

- H7 There is a significant correlation between social institutions and youth values.
- H8 There is a significant correlation between social institutions and youth identity.

Research question: How do demographic factors influence the reinforcement of values and identity in adolescents? Demographics include gender, age, education, ethnicity, place, parental occupation, and parental income. The values and identity of adolescents are measured by personal values, social values, value orientations, personal identity, group identity and social identity.

THEORETICAL AND CONCEPTS

Social Cognitive Theory (SCT, 1973) is the basis of the study. The theory had been developed by Bandura. It is the fourth largest of mass communication theories after Agenda Setting Theory (1972), Uses and Gratification Theory (1959) and Cultivation Theory (1969). In 1975, 1982 and 1999, it was the peak usage of Social Cognitive Theory. The theory has still been used and developed in the millennium era (Bryant & Miron, 2004).

According to Bandura (1994), SCT focuses on the formation of behaviour. He believed that the people are

influenced in their behaviour through attention and imitation of others or the environment. Bandura studied how commercial television and video model violence to support this argument.

Social Cognitive Theory is formulated from three paradigms $S' \rightarrow R \rightarrow S'$, S' is a model of stimuli, R means responses, and S' means improvement and strengthening of stimuli (Bandura, 1977). SCT is developed from the strengthening of stimuli, attention, and turned to stimuli and symbolic code, that communicant response is known (DeFleur & Ball-Rokeach, 1989, p. 204; Gewirtz, 1973; Bandura, 1986).

Positive stimuli will get positive responses, whereas negative stimuli will cause punishment. According to Perse (2001), positive actions will be reinforced, continued and conducted by actors, while negative actions will receive a penalty and be discontinued. According to Perse (2001):

... if a behaviour is rewarded, it is likely to be produced; if it is punished, it becomes less likely to be produced (p. 191).

So the inauguration of award or reinforcement of values will give maintenance for a socialised model, and the punishment will give a negative value for a developed model (Edgar & Edgar, 1972; Perse, 2001).

It is understood that human behaviour is determined by three main factors: (a) cognitive factors, including knowledge, expectations, and attitudes; (b) environmental factors, including social norms, acceptance in community, and other influences like peers and members of social groups; (c) behavioural factors, including skills, practices, and self-efficacy. These three factors are interrelated and dependent, and cannot be separated from one to another (Bandura, 1986, p. 25).

The application concept of values socialisation was accumulated from the learning process, including observation and imitation of the others' behaviour. Afterwards, one who sees the positive behaviour model will follow. Youths have a tendency to follow a model, and imitate and perform a new behaviour. So they adopt the positive attitude, new behaviour and enjoy the new experiences encouraged by the environment. The process of human development occurs because of the overall interaction between human behaviour and his environment. This relationship is called "reciprocal determinism". The personal cognitive ability, physical character, personality, beliefs, attitudes, etc., had been affected by the behaviour and environment. An individual's behaviour can affect his feelings, attitudes and beliefs towards others. However, most people's knowledge comes from the environment, such as television, parents, peers group, and readings. Environment also affects behaviour, because personal attention is able to influence behaviour. And a person's behaviour also affects or contributes to his environment (Burrell & Morgan, 1979, p. 2; Gewirtz, 1973; Bandura, 1986).

There are a few clues about attention, and social learning:

1. Observer will imitate the behaviour model if the model has properties, such as heredity, intelligence, strength, popularity values, or attract attention (Gewirtz, 1973).
2. Observer will act actively towards offering and description of behaviour model. When the behaviour model is awarded, then observers are more likely to repeat it. On the contrary, if the behaviour model is punished, then observer does not repeat it (Perse, 2001, p. 191; Gewirtz, 1973).
3. Through paying attention, a person can determine the behaviour without describing it. Observer can repeat behaviour in the future, if there are rewards in the depiction of behaviour (Perse, 2001, p. 191).
4. Learning and attention involve four things separately:
 - (a) Attention or paying attention. Observer cannot learn unless he noticed what was happening around him. This process occurs when the observer is influenced by the character's modelling, and this is supported by the observer's own character such as expectation and emotional awareness.
 - (b) Re-attention or remembering. Observer does not only remember the behaviour concerned, but also consider a similar behaviour. This process depends on the ability of observers to mark the information easily.
 - (c) Production or ability to replicate. Observers have the capability to create action physically and intellectually. Observers sometimes provide an important response, but they cannot perform the actions of creation because they do not have proficiency.
 - (d) Motivation. Observers can follow the example of the model, if they have the motivation or reason to do it. The reinforcements or punishments of models are factors that determine the motivation and reason to do it

(Bandura, 1977, 1986).

All the processes above determine the social learning process, because attention and re-attention determine the learning process, while the production and motivation have the function to oversee the creation of new models (Bandura, 1986, p. 52).

Literature review

This study aims to know the influence of television in the socialisation process and the reinforcement of values and identity studied by researchers previously, i.e. Pawanteh and Rahim (2000), Serase (2002), Jackson and Heckman (2002), Syukur Khalil (2002), Mayer (2003), and Suryadi (2005). The earlier study was done in Indonesia by Muis (1985) to see the impact of television broadcasting in changing the attitude of farmers in Indonesia.

However, this study wants to see the influence of television as an agent of values socialisation as done by the early researchers, such as Herzog (1943) who assessed media use as an information source. There was also the case study on patterns of media usage by teenagers and people in the United States (Gerson, 1966; Holander, 1971; Dervin & Greenberg, 1972).

The social learning approach is the foundation of the study to see the impact of television on the socialisation of values, attitudes and behaviour of adolescents and the community. Most scholars used SCT as the foundation of study in 1975, 1982, and 1999 (Bryant & Miron, 2004). Many researchers continue to develop SCT such as McLeod and O'Keefe (1972) who reviewed the influence of media using socialisation approach. Moschis and Churchill (1978) examined the influence of socialisation agents (mass media, family, school, and peer group) on the proficiency of teens purchasing goods. Cheung (1997) used the socialisation approach to study family, school, peer group, and the mass media, and its relation with the deviated behaviour of adolescents in Hong Kong. Weigel and Jessor (1973) associated psychological factors with the influence of media on values, attitudes and behaviour. Then Atkin and Gantz (1978) associated the influence of media with political stimulus, and Cohen et al. (1983) associated television with social conflict. Hoff and Ellis (1992) also associated socialisation with the formation of self-efficacy. Coats and Feldman (1995) examined watching television with non-verbal behaviour. Hogben (1998) examined the relationship of television and children aggression. Willnat and Wilkins (1998) examined the relationship of international and local media, and cultural values and political attitudes. Similarly, Bush et al. (1999) examined the influence of media and advertising in shaping adolescent attitudes. Syukur Khalil (2002) reviewed the television audience satisfaction in Medan, Indonesia on television religious programmes.

Muis (1985) associated television with attitudes, values, behaviour, and ethnic culture. The difference between Muis and others is the use of two methods (qualitative and quantitative). Subsequent studies continued developing two methods (quantitative and qualitative) to see the impact of television on values, attitudes, behaviour and cultural identity such as Rahim and Pawanteh (1999), Pawanteh and Rahim (2000), Andsager et al. (2001), and Keulder and Witte (2003).

Researchers who used qualitative methods to see the impact of television on attitudes, behaviour and cultural identity were Serase (2002), Jackson and Heckman (2002), Mayer (2003), Durham (2004), and Suryadi (2005). Nevertheless, the quantitative approach was still used by researchers to see the impact of television and global media (Internet) on the attitudes, values and behaviours of adolescents in various places, such as Cover (2001), Cruz et al. (2001), Yanovitzky and Stryker (2001), Barber and Axinn (2004), Paek and Pan (2004), Chan and Leung (2005), Krcmar and Vieira (2005), Bush et al. (2005), Slater and Rasinski (2005), Perry and Nixon (2005), Sillaste (2005), Valkenburg et al. (2005), Somers and Taynan (2006), Gunther et al. (2006), Cheung (1997), Mangleburg and Bristol (1998), L'Engle et al. (2006), Gunther et al. (2006), Morgan and Rothschild (1983), Larson and Kubey (1983), and Greeson and Williams (1986).

There are some clear differences between the two methods (quantitative and qualitative). A study which uses a qualitative approach towards attitudes, values and

identity describes in detail an individual's experience. Mostly, a quantitative approach is the exploration of attitudes and behaviours, with only a few describing the identity such as Cover (2001), Valkenburg et al. (2005). Studies which used both approaches (quantitative and qualitative) can outline the purpose of the exploratory study, and also explain the internal aspects of respondents such as values, attitudes and identity, like in Rahim and Pawanteh (1999), Pawanteh (2001), Andsager et al. (2001), and Keulder and Witte (2003). The study which used this method gave the overall description and provided deep explanations of the values and internal identity of respondents. The study on values socialisation influencing adolescent using SCT approach was also implemented in many countries. Cheung (1997) examined the influence of family, school, peer group, and media on adolescent deviant behaviour in Hong Kong. Mangleburg and Bristol (1998) examined the influence of socialisation on adolescents' scepticism towards advertising, with three agents of socialisation: parents, peers, and mass media.

Gunther et al. (2006) examined the influence of mass media on adolescents' smoking habits. Gunther and his colleagues tested the hypothesis about the strong relationship of smoking and media contents, and the impact of indirect media. The respondents were high school students in Wisconsin, United States. The study found that indirect impression of media on smoking influenced adolescents. Thus, this result supported the hypothesis tested in this study.

The recent study of socialisation by L'Engle et al. (2006) examined the importance of mass media influence on adolescents' sexual behaviour. The agents of socialisation in this context are family, religion, school and peers. They found that adolescents are more influenced by mass media sexuality programmes, especially in their sexual activity. Thus, the mass media is important in the socialisation of sexual attitudes in adolescent. The study was applied in southeastern United States. The study of L'Engle et al. (2006) is developed in this study. The difference is that they saw the influence of television as an agent of socialisation of adolescents' sexual behaviour. This study looks at the influence of television as an agent of socialisation of values and identity of adolescents.

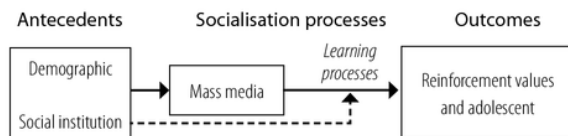
The study conducted in Indonesia by Muis (1985) found that mass media had the function to enhance value and improve the quality of the traditional one-way communication system. He studied television as an independent variable that had effects on a dependent variable, i.e. the modernity attitude of the outsider in South Sulawesi. Physical influence and social environment are control variables.

Kitley (2001) developed the assumption about the strong direct transmission idea. The media will give a strong influence to society; therefore, it is necessary to guard the use of media. This assumption was developed during the New Order government in Indonesia.

Concept and analysis framework

There are three stages of variables, i.e. antecedents, socialisation processes, and outcomes, as developed by

FIGURE 1
Values Socialisation and Adolescent Identity



Moschis and Churchill (1978). Antecedents of the public with two demographic factors and social institutions are influenced by mass media and then continued by socialisation process in the form of social learning (modelling, reinforcement, and social interaction), resulted in the outcomes of socialisation process (McLeod and O'Keefe, 1972). In this study, the outcomes which will be seen are the reinforcement of value and adolescent identity. The socialisation processes can also occur without mass media. In this case, antecedents of adolescent with demographic and social institutions will directly experience the learning processes (Moschis and Churchill, 1978; McLeod and O'Keefe, 1972), and result the outcomes in the form of the reinforcement of value and adolescent identity.

The concept framework expressed by McLeod and O'Keefe (1972) is as follows:

A socialisation perspective was presented, containing five elements: age or life cycle position; social structural subject to constraints; agent of influence; learning processes, and contents or criterion of the communication behaviour. Each of the five elements must be specified in order to have a complete socialisation explanation (p. 158).

Referring to the conceptual framework, these variables will be measured: antecedent variables, including demographics and adolescents' social institutions. Demographics in this study include gender, age, education, region, parental occupation, and parental income. Social institutions include social class, race, ethnicity, religion, and social organisations (McLeod & O'Keefe, 1972); social organisations include peer group, school, religion, and family (Moschis & Churchill, 1978). Variables of social institutions, i.e. family, peer group, school, and religion will be evaluated against the values and identity of adolescents. Then, variables of social institutions are controlled to determine the influences of mass media on values and identity of adolescents.

The study measures value socialisation variables such as television penetration, including environment, usage and orientation of using television (see Rahim & Pawanteh, 1999). The agents of socialisation, such as family, peer group, school and religion, are treated as control variables. Modelling approaches, media strengthening and social interactions are developed by the Social Cognitive Theory as conducted by Bandura (1977).

The outcome variables are dependent variables as form of changes of the socialisation process (McLeod & O'Keefe, 1972). In this study, variable reinforce values

and identity as dependent variables measured after mass media socialisation process occurred. The reinforcement of values includes instrumental values, terminal values, and value orientations (Rahim & Pawanteh, 1999), and reinforcement of identity include personal identity, group identity and social identity (Tajfel & Turner, 1986; Hogg et al., 1995).

Value socialisation

The socialisation concept has been used by various disciplines to apply scientific understanding (Clausen, 1968), such as anthropology using socialisation to convey a cultural value to the community. Brown (1976) explained socialisation as a process through which the person becomes a member of the community. Brim (1966) explained that socialisation is the process used by individuals to gain knowledge and skills, which allow him to accompany the activities of groups in society. According to Elkin (1960), socialisation is the process of social interaction to obtain models of behaviour so that a person becomes a member of the community. Fulcher and Scott (2003, p. 124) asserted that socialisation is the process through which a person learns how to become a member of the community.

Values are an important aspect in society. The core values are maintained and other values are always changing. Values are qualitative and are subjective aspects of the considerations, thoughts and human emotions related to their experiences in the process of interaction with the environment (Hussein, 2000). Becker and Connor (1981) suggested the definition of values, i.e.

... abstract ideals, positive or negative, not tied to any specific object or situation, representing a person's beliefs about modes of conduct and ideal terminal modes (p. 37).

Kassarjian (1965) defined values as a social character or a social personality. Rokeach (1973) defined values as a group of beliefs about a "desired end-state of existence". He suggested two categories of values, namely: terminal value such as freedom, world peace and safety, and instrumental value such as honesty, love, and courage (Feather, 1980, p. 251).

Meanwhile, David Hitchcock (former director of East Asian and Pacific Affairs of the US Information Agency) pointed out that East Asians give priority to some values, such as an orderly society, societal harmony, ensuring the accountability of public, being open to new ideas, freedom of expression, and respect for authority. The personal values of East nations are hard work, respect for learning and education, honesty, self-reliance, and self-discipline (Villegas, 1997). He explained that values are a group of meanings, norms, rules and guidelines established and confirmed by community groups to guide so that they hold a person or group in their lives. Therefore, values become the main source for the formation of identity in society (Kane et al., 2000).

So value socialisation means a process conducted by individuals, group or agency to submit meanings, values, rules and guidelines for person or groups. This study

sees value socialisation conveyed through mass media socialisation, while others such as family, peer group, school, and religion are treated as control variables.

Reinforcement of values and identity

Values are associated with social life where the value is executed, and value is called a social character (Kassarjian, 1965) ... Rokeach (see Feather, 1980) argued that values are:

... a standard that guides and determines actions, attitudes towards objects and situations, ideology, presentation of self to others, evaluations, judgments, justifications, comparisons of self with others, and attempts to influence others (p. 248).

Because of the wide scopes of values in life, in this study they are defined as concept, ideology, guidelines in an adolescent's daily life, whether the values are from agents of socialisation or formed by adolescents after getting influenced by socialisation agents, or from other sources.

Identity is defined by Fulcher and Scott (2003) as follows:

A social identity is regarded as being somehow fundamental to a person's whole way of being: it is what the person is, above all else ... A personal identity marks someone out as a unique and quite distinct individual (p. 125).

While Crossley (2005) referred to social identity as follows:

Forms of categorization which link an individual to a broader social grouping, for example, 'woman' or 'the working-class', while 'personal identity' refers to the various ways in which the individual demarcates and make sense of their self (p. 145).

Harshaw and Tindall (2005) suggested the sense of identity and social identity as follows:

Identity refers to the process by which an individual distinguishes him/herself from others, in answering the reflexive questions, "Who am I?" Social identity refers to one's affiliation with a particular social group (p. 431). Identity refers to the process used by individuals to differentiate themselves from others to answer the question "Who am I?" Social identity refers to the tendency of a person with a social group. This is because members of a group brought attitudes and opinions of their groups and reinforced the social identity of other members of group (Tajfel, 1982).

The socialisation process plays an important role since through socialisation, a person can obtain his social identity and image of himself. With a social identity, an individual can know his origins, and categorises himself to a particular group. So, we can say that socialisation is a tool of social identification. And socialisation can be used to determine the personality of individuals (Fulcher & Scott, 2003, p. 125). After knowing himself, a person can interact with other groups (Stryker, 2000). The process of

socialisation in the group is cognitive mechanisms that create behaviour of group members based on relationship interaction (network-based interactions) that will form a social identity (Harshaw & Tindall, 2005).

According to DeFleur and Ball-Rokeach (1989, p. 211), the socialisation process in social life gives the impression to the culture, i.e. trusted partnership, traditional lifestyle, language, moral, and skills. Social scientists assumed that the cultural aspects are the external aspects and became internal aspects by learning process (DeFleur & Ball-Rokeach, 1989, p. 212).

Personal identity showed how social identity is associated with a person, related to the internal aspect and the trust, so personal identity is always related to goals, values and feelings (Fondacaro et al., 2006). And personal identity is always a special character, expression, idea and values of a person (Pawanteh, 2001). Marcia (1966) described a personal identity as an internal aspect, self-constructed, a dynamic organisation, abilities, trust, and history of individual.

Adolescent development is a transitional stage of a person's life before reaching adulthood. Adolescents are people who have their own culture, and behaviour of adolescents is cultural actions with purposes (Hussein, 1995). In this case, a group of adolescents has its own identity different from other communities. Adolescence is an appropriate time for a change or development of communication behaviour (Kline & Tichenor, 1972). The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2007) defines teenagers as those who are between 15–25 years old while Arabi (1988) defines a teen as someone "between 16 to 24 years old".

Values and identity of adolescents in this study are associated with the value socialisation performed by mass media, as proposed by McQuail (1987, p. 72), i.e. (a) discovery of supporting personal values; (b) discovery of behavioural models; (c) self-identification with other values; and (d) improvement for understanding of ourselves. Reinforcement is to make firm, confirm the establishment, relationships, and others, or maintain the hearts (Baharom, 2002, p. 723). So reinforcement of values and identity of adolescent identity maintains the hearts of adolescents on the values and identity that they get from social learning and the socialisation process.

METHOD

Survey

Survey is suitable for collecting primary data simultaneously from various parts of respondents (Babbie, 1998). Kerlinger (1973) suggested that survey can give the phenomenon of sociology and psychology, such as economics, politics, behaviour, attitudes, beliefs and motivations. With appropriate sampling, a survey can provide an illustration, an explanation of relationship between variables. Survey also allowed researchers to collect primary data to achieve an objective of study that describes the reinforcement of values and adolescents identity after getting the socialisation of agents. In this study, researchers obtained 225 questionnaires returned

by respondents. The ages of respondents were between 15–24 years old.

In-depth interview

In-depth interview is an appropriate method for data collection with a qualitative approach for interpretative purposes (Gunter, 2000, p. 99). In-depth interview can serve the demands of SCT theoretical approach for qualitative data (DeFleur & Ball-Rokeach, 1989, p. 206). So this method is necessary to identify and measure the details of impact created by the mass media (Gunter, 2000, p. 99).

DISCUSSIONS

The results of the influences of television as the agents of socialisation reinforced values and identity of adolescents in Pekanbaru were collected and analysed. The results from statistical testing of eight hypotheses that explained the relationship between independent variables and dependent variables. The independent variables are penetration of television and social institutions. Penetration of television includes television environment, usage of television, and orientation of using television. Social institutions are family, peers group, school, and religion. Dependent variables are values and identity. The values are the standards that guide and determine the actions, attitudes toward an object and situation (Feather, 1980, p. 248). The identity refers to the tendency of a person to categorise himself with social groups (Tajfel, 1982). And according to Arnett et al., (1995), adolescents should be experienced in some social roles and identities before forming the actual personal identities. The person formed and developed values and identities through a process of socialisation, such as a learning process from the environment. According to Moschis and Churchill (1978), in the process of socialisation, modelling, reinforcements, and social interaction called social learning and values as a social character (Kassarjian, 1965) will be formed. And identity will be formed after the socialisation process in which a person knows the form of personality (Fulcher & Scott, 2003, p. 125).

Socialisation is the process of the development of nature and character of community, which helps individuals to live in a society (Clausen, 1968). Socialisation refers to how to get information, cognitive processes, values, attitudes, social rules, self-concept and behaviour (Berger & Luckmann, 1967). Socialisation is a learning process, so a person learns how to behave, learn expectations, and social status in society (McQuail, 1987, p. 251).

The study showed a relationship between television environments, usage of television, orientation of using, and social institutions with values and identity, and gave an overview of the socialisation process among adolescents in Pekanbaru.

Hypothesis 1 examined the correlation between television environment variable with adolescent values, and it found that there was a significant correlation. Television environment correlation with adolescent identity is also significant, tested in Hypothesis 2.

The results of two hypotheses indicated the roles of environment that reinforce the values and identity of adolescents. Environment includes television ownership, additional facilities (sound system and satellite dish), and watching it together. The correlation of variables (television environments, value and identity) needs to be calculated to provide good value and identity for adolescents. These include the number of televisions, location of television, television size, additional facilities which are used as sound system, satellite dish, channels viewed, and number of friends watching television. This is confirmed by the study by Muis (1985, where the modern mass media is a tool to increase the values or improve the quality of the traditional one-way communication systems in South Sulawesi, Indonesia). The study is also supported by Pawanteh and Rahim (2000) stating that environment and use of media are related to adolescent identity in Malaysia.

Hypothesis 3 examined the correlation between the variables of television usage with adolescent values, and there was a significant correlation. The correlation between television usage with adolescent identity was not significant, tested by Hypothesis 4. These correlations indicated the role of using television variables, including the time of usage and channels, in reinforcing values and adolescent identity, but the correlation is not strong. Morgan and Rothschild (1983) used the approach of cultivation by Gerbner, explaining that for someone who uses more time to watch television, the opinions, beliefs and assumptions will be similar to the model of television. Morgan and Rothschild (1983) found that the mass media is an agent of socialisation on adolescent values. Cheung (1997) used the approach of socialisation process, and found that high adolescent involvement of mass media will affect their deviant behaviour. And the behaviour had strong links with the identity that becomes the focus of study. L'Engle et al. (2006) also found that mass media was important in the context of socialising sexuality in adolescents. And sexuality is the core analysis of personal identity as developed in this study.

Hypothesis 5 examined the correlation between the orientations of using television with values of adolescent, and it found that the correlation was significant. The correlation between the orientation of using television and adolescent identity was significant, tested in Hypothesis 6. Significant correlation indicates the orientation of using television variables, including news programmes, entertainment and education, which reinforced the values and adolescent identity. Rahim and Pawanteh (1999) also found in their study of the proximity of media and the construction of identity among adolescents in Malaysia, in which teenagers in Malaysia have a high orientation towards the use of media, entertainment and educational programmes. Larson and Kubey (1983) found that adolescent involvement in middle-class programmes in forming popular music will give adolescents an understanding of cultural differences. Greeson and Williams (1986), using SCT approaches, found out that the involvement of adolescents in MTV has affected their attitudes towards bad behaviour and

sexuality. Since there are many interests of a certain group filling the contents of media (Havens, 2003), so the bad impression socialised by mass media (Aronson, 1995), is difficult to avoid. Therefore, controlling the media content is very important to justify the positive impact on media audiences. From the beginning, Kitley (2001) submitted arguments to the Indonesian government that media messages have a strong influence on the public, and therefore, it is necessary to guard and filter in the usage of the media.

Hypothesis 7 examined the correlation between social institutions and adolescents values, and it found that there was significant correlation. The correlation of social institutions with adolescent identity was significant, tested in Hypothesis 8. Significant correlation variables showed that the role of social institutions including family, peer group, school, and religion, reinforced values and identity. The study by Gunther et al. (2006) found that media content does not directly influence adolescent smoking, but it influences a younger peer group. While L'Engle et al. (2006) found that mass media is an important context of the socialisation of sexual behaviour, the extent of its influence is dependent on family, religion, school and peer group. The study shows the importance of considering social institutions as control variables in tracing the influence of mass media on values and adolescent identity.

The results supported the Social Cognitive Theory developed by Albert Bandura since 1973. Bandura suggested that adolescents learn from modelling, affirming, and interacting with society. He also thought that the models used by adolescents, are indirect models like television. In the study that focused on indirect modelling, no one in the sample did not use television as a channel for information, entertainment and education because adolescents had a high involvement in mass media technologies. Arnett et al. (1995) explained that adolescents are active users of media. They first chose the type of media programmes before choosing their peer group. Ahmad Mustapha Hassan (1985, p. 53) argued that the advances in communications technology had built a nation's progress, such as Indonesians who have existed in development and modernity of communications technology (Dahlan, 1998).

The learning process is important in life. In fact, learning cannot be separated from a person's life, such as daily activities (Wenger, 1998, p. 3). Bandura (1986, p. 52) suggested four stages of learning, i.e. attention, re-attention, production, and motivation. He thinks that if every stage of learning goes well, it will create a good change. However, if the learning process does not run well, learning outcomes will not be up to expectations (Gewirtz, 1973; Rancer & Avtgis, 2006), such as the learning process among adolescents in Pekanbaru.

The poor relationship between television penetration variables with values and adolescent identity, as proposed by the scholars, was caused by a non-compliance learning process, so the results are not expected (Gewirtz, 1973; Rancer & Avtgis, 2006). Or there were unexpected socialisation which happened among adolescents, and

most unexpected socialisations were caused by mass media (Hedinsson, 1981; Wright, 1975). This study focused only on television, and did not take into account other mass media such as newspapers, magazines, radio and the Internet.

Television penetration among adolescents

Television penetration aspect is studied to trace the influence of television reinforcing values and identity. Television penetration variables include environment of television, usage and orientation of using television. Values of adolescents are measured by personal values (instrumental), social values (terminal), and value orientation. Adolescent identity is measured by personal identity, group identity and social identity.

The study showed that television had an important role in value socialisation among adolescents, although it is known that adolescents did not necessarily follow all of the messages conveyed by television. This is because psychological factors influenced personal acceptance to mass media messages (Edgar & Edgar, 1972). Gunther et al. (2006) also found that peers influence an adolescent's acceptance to mass media messages. So, television does play a role as an agent of socialisation, teaching behaviour, modelling, giving information, and promoting popular culture to the youth (Halloran, 1975). According to Bush et al. (1999), an important agent in the process of socialisation is the mass media. Mass media which socialised values, norms, and culture to the community (La Ferle et al., 2001), formed thoughts, behaviour, personality and characters (Wang, 2002).

However, many researchers found that adolescents influenced by television tend to be affected by violence shown on television. This means that there is a strong correlation between the patterns of watching television and violence caused by television (Milavsky et al., 1982). Cheung (1997) found the relationship between television and deviant behaviour. L'Engle et al. (2006) found the relationship between television and sexual behaviour. Gunther et al. (2006) also found the relationship between television and smoking behaviour. And Aronson (1995) suggested that news media sometimes made aspects of violence more acceptable to adolescents through the process of socialisation. News media sometimes socialises aspects of violence to adolescents.

The descriptions of television as a socialisation agent impacting adolescent values were expressed by many respondents. First respondent¹: "Television could not be separated from youth's life. It is cheaper and easier to get ... as compared to other mass media such as magazines and books." Second respondent²: "Television is more comfortable and enjoyable to watch." The third respondent³ also acknowledged that "teenagers have used television as a model [to look up to] in their social interactions". The fourth respondent⁴, explaining that he always practised what he saw on television: "I always do useful activities at my home or I do something according to a television broadcast." Because of the closeness adolescents feel towards television, the media influenced their values and their social learning process.

Reinforcement of values

Value is a belief about a "desired end-state of existence" (Rokeach, 1973). In this study, adolescents have high values, after they have undergone a process of socialisation from agents of socialisation. The focuses of analysis are television, family, peer group, school, and religion.

The study focused on secondary value socialisation of adolescents from 15 to 24 years old (Schmidbauer & Lohr, 1999; Fulcher & Scott, 2003, p. 124). Secondary value socialisation was related to the primary value socialisation i.e. value socialisation from birth to child.

The results, supported by East Asian and Pacific Affairs of the US Information Agency research, found that East Asians give priority to some social values (terminal), and personal values (instrumental) (Villegas, 1997), like the adolescents in Pekanbaru. Adolescents receive personal values, social values, and value orientation from their involvement through television.

The description of reinforcement of adolescent values was expressed by respondents. The first respondent⁵: "I pay attention to information about the happiness on television. I would be angry if my country gets slurred and insults ..." The question about world peace by the second respondent⁶: "I just ask why the Palestinians and Israelis are always at war from the beginning until now, where is the role of UN?" The value of peace proposed by the third respondent⁷: "Television shows a happy life." Fourth respondent⁸: "I always see successful people on television." Television showed the audiences the values of peace and fight, as described by the fifth respondent⁹: "I am happy to watch soap opera about family and community and I am also glad to watch a national figure such as [Bacharuddin Jusuf] Habibie on television." And the sixth respondent¹⁰: "I like to watch movies of struggle (nature) and news of national figures like Soekarno."

The acknowledgment of adolescents of their values showed that the adolescents in Pekanbaru have personal values (honesty, responsibility, helpfulness, and willpower), social values (peace, brotherhood, justice, and equality), and value orientation (orientation to family, community and nation), but there are differences in the strength of these values in an adolescent. The high values are honesty, responsible, world peace, and value to family. The low values are helping others, achieving success in life, equality, freedom, brotherhood, and orientation towards society and state.

Reinforcement of identity

Identity refers to the various ways to recognise and give meaning to itself with a meaning or signs (Crossley, 2005, p. 145). Adolescents in this study have a identity as socialised by media after a process of socialisation by different agents i.e. television, family, peer group, school, and religion. So adolescents have a greater tendency to identify themselves as they perceived value and identity from television, family, peers group, school and religion.

Identity is associated with personality and beliefs, self and feelings. Identity also refers to goals, values and feelings (Fondacaro et al., 2006). Socialisation is a tool

for social identification that can be used to determine a person's personality (Fulcher & Scott, 2003). According to Schlesinger (1992), a person has the freedom to choose and determine his own identity. He thought that the main core of identity is personal, and personal is impermanent, always changing. Thus, identity is important for an adolescent because it can become the goal of personal life, self-esteem, and it is always changing.

The description of reinforcement of adolescent identity was expressed by respondents. The first respondent¹¹: "Female actress sexuality is always shown." The second respondent explained¹²: "I find members of the opposite sex very attractive...they attract me sexually. I have got a date with someone who is similar in appearance to the person shown on television...I like to watch sexual programmes on television." Respondents also noted that the main concern is milieu and fashion, as the third respondent¹³ explained: "I spend time on beneficial activities ... When I hang out with my friends, I would wear the latest fashion." The fourth respondent¹⁴: "I get along with everyone. Appearance is the first thing I noticed when I see someone. Television became the benchmark of modern clothing, whether you are up-to-date or have been left behind." The fifth respondent¹⁵: "I pay great attention to my appearance before I hang out [with my friends]."

The acknowledgment of adolescents of their identity showed that the adolescents in Pekanbaru have personal identity (sexuality), group identity (milieu and lifestyle), and social identity (employment, politics and religion), but there are differences in strength of these identities in an adolescent. The high identity is using time, getting along, dressing style, occupation, and religion. The low identity is sexuality, language dialects and politics.

Adolescent social institutions

The social institutions aspect is studied to see the relationship between social institutions and values and adolescent identity. Social institutions variables are family, peer group, school, and religion. Values are measured by personal values (instrumental), social value (terminal), and value orientation. Adolescent identity is measured by personal identity, group identity and social identity.

The results found that adolescent social institutions have considerable impact on the values and identity of an adolescent. This means that to improve the values and identity of an adolescent, the role of social institutions should be empowered.

L'Engle et al. (2006) found that an adolescent's sexual behaviour was also influenced by his environment, i.e. family, religion, school, and peers. Similarly, Mangleburg and Bristol (1998) found that family, peers, and media have a strong influence on adolescents' scepticism towards advertising. Earlier study done by Moschis and Churchill (1978) found that family, school, peer group, and mass media have a strong influence on adolescents' attitude towards consumption.

Family and mass media form the early learning environment in an adolescent's life (Liebes, 1992). According to Sears (1951) and Bandura (1977), the

learning process starts from the beginning of a person's life (Sears, 1951; Sears et al., 1953; 1965). As confirmed by Fulcher and Scott (2003, p. 124) and Schmidbauer and Lohr (1999), socialisation can occur in two forms: primary socialisation (since birth to school age) and secondary socialisation (since school age to adulthood). So even though the focus of the study is secondary socialisation (adolescents 15–24 years old), the primary socialisation had an important effect in a person's life (Liebes, 1992).

The above discussion illustrated the strong influence of social institutions on adolescents. It means adolescents admitted that they are very concerned about and dependent on their social institutions. Adolescents are always associated with their social institutions. This situation is understandable because adolescents are close with family, peer group, school, and religion. The three variables of the social institutions, i.e. family, peers and school, also influenced the shopping behaviour of adolescents in Wisconsin, United States (Moschis & Churchill, 1978).

Adolescent recognition about the influences of social institutions was expressed by some respondents. The first respondent¹⁶: "I don't want my family to get angry at me ... I like to talk to my older brother because he can understand me." The second respondent¹⁷ explained: "I like to share my private problems with my classmate." The third respondent¹⁸ explained: "I always consider their opinions [friends]." Meanwhile, the fourth respondent¹⁹ suggested: "I have always been noticed by the teacher." Explanation of the fifth respondent²⁰: "I talked [with religion teachers] if there is a problem ... because religious issues are important."

Adolescents recognised that they are close to their social institutions (family, peers, school, and religion). This means that social institutions have a very important role in the process of reinforcement of values and identity of adolescents in Pekanbaru.

Demographics

Demographic factors are studied to see the influence of these factors on the relationship between television penetration variables and social institutions with the values and identity of adolescents. Demographic variables are gender, age, education, and parental income. Values are measured by personal values (instrumental), social values (terminal), and value orientation. Adolescent identity is measured by personal identity, group identity and social identity.

The relationship between television penetration and adolescent values is given by three variables: female sex, older age, and higher education, which means that the three variables influence the extent of the impact television penetration has on adolescent values. It can be said that female gender, maturity, and higher education are important factors in determining whether values are strengthened. Adolescent girls, adults, and higher educated teenagers will be more convinced about their values after watching television.

Demographic factors have a strong influence on the identity of adolescents specifically for their orientation

of using television. This means that demographic factors influence the variable orientation of using television. It can be said that television penetration variables strengthened the identity of adolescents influenced by demographic factors. So it is important to take demographic factors into account in determining adolescent identity.

The impact of social institutions on values is influenced by adolescent demographic factors, except for female gender. This means that female gender did not strongly influence the relationship between an adolescent's social institutions and her values.

The relationship between social institutions and adolescent identity is not influenced by demographic factors. This means that demographic factors including gender, age, parental education and income are neutral on the relationship between social institutions and adolescent identity. Nevertheless, L'Engle et al. (2006) found that factors such as age, gender, and ethnicity influence an adolescent's sexual behaviour.

Television, reference for adolescents

Adolescents in Pekanbaru have a close relationship with television. Adolescents and television cannot be separated because teenagers are always using television as a reference in deciding everything in their life and their future. This is because teenagers view television as a medium that is cheap and easily available everywhere, fast and captivating to the viewers, a reference in social interaction, or a reference for science and skills. So, it is normal that "television is references in person's life", as stated by Ade Indragunawan.

Television becomes a concern and reference for adolescent activity. Teenagers have a high involvement with television for several reasons: (a) other sources such as newspapers, magazines, movies and books require money to obtain; (b) television can give adolescents entertainment, news and infotainment; and (c) television always follows the trend and likings of youth.

The relationship between cognition, behaviour and environment proposed by Albert Bandura (1986) is seen among adolescents in Pekanbaru. If the values and identity of adolescents are associated with the learning process as described by Bandura (1986), social learning will be preceded by modelling from television. The descriptions of personal values, social values and adolescent emotion after watching television was expressed by Fakri Hafidz "television shows a happy life". Identity and the attitude of adolescents could also be influenced by television, as expressed by Ade Irma Sari "... television to gauge modern clothes or left behind".

Social Cognitive Theory suggested that adolescents learn forms of behaviour from attention and experience. Adolescents found models from the environment including television. It was recognised by scholars that television has influenced the development of adolescents such that attention towards good things can create a good influence (Bandura, 1986; McQuail, 1987; Halloran, 1975, Knobloch et al., 2005). On the contrary, attention towards bad behaviour can create a bad influence (Aronson, 1995).

The interesting programmes of television succeed in

bamboozling adolescents. This is because television has an ability to take attention, emotion, and motivation so that adolescents will be actively communicating with the television (Larson & Kubey, 1983; Arnett et al., 1995). This means that they spend most of their time watching television programmes. According to Wang (2002), television is an active agent of socialisation to shape mind, behaviour, personality, characters, norms and culture (La Ferle et al., 2001). This is true as found among adolescents in Pekanbaru. The values and identity of adolescents have been strengthened.

Socialisation is a tool to provide adolescents with confidence and expectancy about their future (Clausen, 1968). But, television has also created a negative influence as stated by Aronson (1992) that television has the capability to draw adolescents towards bad behaviour. Gunther and his colleagues (2006) found the impact of media on smoking habits among students in Wisconsin, USA. L'Engle and his colleagues (2006) found the influence of media on sexual behaviour among adolescents in Southeastern United States. Cheung (1997) found the impact of mass media on deviant behaviour of adolescents in Hong Kong. This indicates that this study confirmed the previous studies done in the United States and Hong Kong.

The above description illustrated the importance of paying attention to the contents of mass media, since television has become a part of an adolescent's life. The Indonesian government mandated mass media especially television "... to strengthen national identity and culture ..." (Sudibyo, 2004, p. 281). Kitley (2001) recognised the powerful influence of media and provided guidance to the government of Indonesia to control and filter mass media.

But the implementation of open sky in Indonesia since 1986 (Sen & Hill, 2001; Njama, 2002), the demands of media globalisation (Featherstone et al., 1995; Robertson, 1992; Tomlinson, 1999; and Dahlan, 1998), and provisions of the 1945 Constitution of the Republic of Indonesia and the 32/2002 Constitution of the Republic of Indonesia on the broadcasting system of Indonesia (Hincin & Amir, 2003) means that it is not possible to control the media because it opposes the provisions of legislation in the Republic of Indonesia.

What can be done by the government of Indonesia is to improve and regulate television contents according to the demands of the Republic of Indonesia Constitution, and to build an awareness of the media business in order to prioritise the interests of values, morals, ethics and identity of the nation above the interests of business and material benefits. It should also foster an awareness to take advantage of television broadcasting.

CONCLUSION

There is a relationship between television penetration variables with the values and identity of adolescents, and there was a significant relationship between social institutions with the values and identity of adolescents. Demographic factors also influence the relationships between television penetration and values and identity of

adolescents. Social institutions have a closer relationship with the values and identity of adolescents than that of television penetration. This study confirmed the Social Cognitive Theory that the socialisation process performed by television in social learning reinforced the values and identity of adolescents in Pekanbaru. The result supported Dahlan's study (1985) that television as an agent of socialisation brought changes in attitude and behaviour, and changes in the values and identity of a nation.

Adolescents in Pekanbaru have a close relationship with television since they considered it as a 'friend', available to watch wherever they wanted. Television becomes a reference in social intercourse. Therefore, there should be a proper consideration of television's role in impacting values, morals, ethics and identity. There should also be a proper management on regulating the development of television in Indonesia.

NOTES

1. M Ridwan Hadi, 20 years old on 9 January 2008
2. Suci Sinta Lestari, 22 years old on 16 January 2008
3. Ade Indragunawan, 23 years old on 16 January 2008
4. Stevan Hariyanto, 17 years old, on 12 January 2008
5. Suci Sinta Lestari, 22 years old, on 16 January 2008
6. Dewi Rusli, 21 years old, on 14 January 2008
7. Fakri Hafidz 16 years old, on 12 January 2008
8. Aulia Kemal 16 years old, on 15 January 2008
9. Ade Irma Sari, 17 years old, on 17 January 2008
10. Rahman Hakim, 19 years old, on 21 January 2008
11. M Ridwan Hadi, 20 years old, on 9 January 2008
12. Dewi Rusli, 21 years old, on 14 January 2008
13. Suci Sinta Lestari, 22 years old, on 16 January 2008
14. Ade Irma Sari, 17 years old, on 17 January 2008
15. Rahman Hakim, 19 years old, on 21 January 2008
16. Rahman Hakim, 19 years old, on 21 January 2008
17. Imraatussalehah, 17 years old, on 15 January 2008
18. Dewi Rusli, 21 years old, on 14 January 2008
19. M Ridwan Hadi, 20 years old, on 9 January 2008
20. Ade Irma Sari, 17 years old, on 17 January 2008

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